

School Activities

The National Extracurricular Magazine

SEPTEMBER, 1961



Fairport, New York, Central High School Students View Model of Niagara Power Project

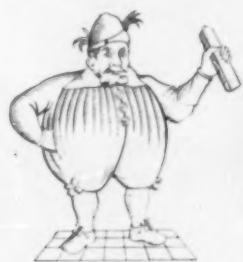


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School Activities

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As the Editor Sees It



We deeply regret to report the sudden passing of Ralph E. Graber on July 6.

Mr. Graber, a former Kansas high school teacher and principal, was Managing Editor of *SCHOOL ACTIVITIES* and Secretary of the Publishing Company for a number of years.

A varied background of rich school experience, a sincere interest in young people and their activities, and an unusual ability to write and edit peculiarly fitted Mr. Graber for his post with us. He will be sorely missed.

"Cage Cheaters Are to Be Pitied" ran the heading over a recent newspaper story by a well-known columnist. He urged that "those who provided these athletes with free trips and larcenous largesse should be expelled." And that while the cheaters should not be allowed to play for their schools, they should be allowed to finish their education and "given a charitable chance to wipe the mud from their names."

Comments: Point one: Naturally these cheaters should be pitied—in the same way honest people pity dishonest people, not by martyring them but by demanding appropriate punishment for willful violation of well-known moral codes.

Point two: All intercollegiate associations prohibit "larcenous largesse" and do a pretty good job of enforcement. Athletic scholarships are now quite reputable and reasonable.

Point three: We doubt if any self-respecting student body would accept these cheaters. Too, just how would a cheater "wipe the mud off his name?" And off his school's name?

Our congratulations to Mr. E. A. Thomas, former Commissioner of Kansas State High School Activities Association, for having been named a charter member of the Kansas Athletic Hall of Fame.

The teacher of the next decade will be paid from \$10,000 to \$20,000 a year; will work 11 months instead of nine; and teach a 10- to 15-hour week. So said Robert N. Bush, Professor of Education at Stanford University at a recent meeting of the Oregon Education Association.

We assume that the teacher's responsibilities

in extracurricular activities will be, as largely at present, added to this load.

In a number of student council conference and workshop programs we have noticed a considerable emphasis upon such topics as politics, secularism, modern life problems, federal aid to education, TV programs, vocational guidance, delinquency, public morals, and similar topics.

To our humble way of thinking such subjects belong in social science courses, general youth and leadership workshops, and career conferences, but are as out of place in a student council program as they would be in a school publications, music, speech, cheerleading, or other highly specialized conference or workshop.

A record-breaking schedule of student council workshops last summer! According to the National Association of Student Councils, no established workshop has ever been discontinued. On the other hand, many states now find it necessary to organize one or two or more additional workshops to meet the demand.

Last fall following a football game a local "fan" attacked and seriously injured one of the officials. Arrested and taken to court, this "fan" was found guilty and fined \$25 and costs.

However, to his credit, the official did not stop there. He filed a \$25,000 damage suit against his attacker, seeking \$15,000 actual damages and \$10,000 punitive damages. We hope he collects.

"If students are treated like babies in high school they can't be expected to act like adults in college," was the theme of Principal Lloyd S. Michael's (Evanston, Illinois, Township High School) address at the recent convention of the National Association of Secondary School Principals.

Despite widely publicized "selection procedures," one-fourth of college freshmen drop out by the end of the year, and only two out of five stay to graduate. This terrific failure is something colleges do not talk about, at least publicly.

Undoubtedly, both the high school and the college are at fault.

Because the main emphasis is upon senior high school publications, relatively few junior high students receive directly the benefits of our numerous high school press association conferences and workshops. Here is the story of how one school system promoted a very interesting and practical workshop for its junior high people.

A Workshop for Junior High School Journalists

EARLY LAST JANUARY the Carlsbad City Schools Journalism Department held a meeting to coordinate journalism activities between the senior high school and the two junior high schools in Carlsbad, New Mexico.

A unique idea developed from this caucus that should be valuable to other schools desiring to increase interest in journalism and allied activities.

It was suggested that a workshop be planned for the purpose of explaining high school journalism functions to junior high students. The workshop also was designed to encourage students to consider journalism as a career. The agenda included talks (and answers to questions) by a local daily newspaper city editor, a news photographer, a radio and television program director, and a yearbook sales representative.

The clinic was held on Friday, February 17, from 1 to 4 p.m. in the Carlsbad High School journalism classroom. The junior high school teachers involved obtained substitutes for the day and brought to the workshop their best journalism students—30 of them—who had professed an interest in a career in mass communications.

It was felt that this technique would benefit other schools in creating an interest among

JAMES E. POWELL
Carlsbad High School
Carlsbad, New Mexico

junior high students to further their journalism training and consider a career in communications. Journalism classes on the 9th grade level have been a dumping ground, in some schools, for students not quite up to par in their studies and looking for an easy credit. In order to alleviate this situation it is necessary for all journalism teachers to develop a pride in their publications and promote better journalism on the junior high level.

Here is the secret—the ninth grade student. If the seed is sown deeply enough on this level the student will develop an interest and the ability to continue his study of journalism for the rest of his high school years and go into this vocation upon graduation from high school or college.

Publishers and editors throughout the United States are appealing to vocational guidance people to interest more students in journalism. The Carlsbad workshop may be a partial answer to this plea. High school teachers receive literature constantly inviting them to various workshops. If, instead of traveling all over the country for a few hours of scattered information, they would first concentrate on the journalistic quality in their own system, through the cooperation of the local press and television, more benefit would be derived.

The workshop was opened by James E. Powell, Publications Director of Carlsbad High School, who welcomed the group and explained the afternoon's activities. Students were invited to question each guest upon the completion of his formal remarks.

The program included an address by Dale Sedgwick, Carlsbad Current Argus (daily newspaper) Press Photographer, who gave valuable

OUR COVER

The upper picture shows students from the Summer Science Workshop of Central High School, New York, viewing and photographing the model of the Niagara Electric Power Project. See story on page 4.

The lower picture shows some of the costumes and characters depicted in Western Heritage Day at The H. B. Ellison Junior High School, Wenatchee, Washington. See story on page 22.



"Now look at this"

pointers on the use of the camera in press photography.

Sedgwick pointed out that some stories would be empty if not illustrated through pictures. He displayed an award winning "picture story" that recently won first place in New Mexico Press Association competition. "Practice is the most important factor in taking good pictures," stated Sedgwick, "it is necessary to use several rolls of film before getting the desired product."

Jerry Dorbin, Current Argus City Editor, followed the photography session with a vivid description of news reporting and editing. "Simple, precise sentences are the tools of an expressive journalist," said Dorbin. He went further to explain salary increases, career opportunities, and job hazards to the captivated junior high group.

Sports writing was next discussed by Roy Hall, a product of Carlsbad High's journalism department and Sports Editor of the local daily newspaper. "Watch the treatment of sports by known writers on sports pages," was the first pointer offered by Hall. He explained that the desire to write and a love of sports are basic to successful sports analyzing.

In the next portion of the program Frank Goss, Sales Representative for Hennington Publishing Co. (Wolf City, Texas), outlined the departure of yearbooks from traditional styles. "Color is coming of age," said Goss as he displayed examples of color pages being used in various yearbooks throughout the nation.

To conclude the afternoon's events, Neal Jones, Program Director for KAVE radio and television in Carlsbad, explained how TV was just beginning to offer jobs to young people. "More jobs are opening all the time for competent and aggressive individuals!" exclaimed Jones.

Miss Lee Christiancy, Alta Vista Junior High Speech and Journalism Instructor, summarized the workshop and thanked all of the participants. Miss Christiancy stated that this workshop was one of the most valuable experiences the junior high students had had during this term's study. "Things were brought out this afternoon that we teachers have been saying all year but now they seem to come alive because they are expressed by professional journalists," concluded Miss Christiancy. She dismissed the clinic at 4:00 after three hours packed with valuable information and practical experiences.

The Summer Science Workshop at Central High School, Fairport, New York

JOSEPH KEEGAN
Eastman Kodak Company
Rochester, New York

The kids say Fairport Central is a "swinging" school. Loosely translated, that means that it's a good place to go, a school that's alive and moving. In short, it "swings."

The town of Fairport is about 20 miles from Rochester, New York. In terms of distance, you could say it's a "far out" suburb. Actually, it is farm country—rich, beautiful, rolling land. The people there have built a school that is big and modern and bright. When the building was ready for use, they turned their attention to what was going to happen inside it. Fairporters decided to keep their minds open to new and worthwhile ideas concerning the use of their school and the training of their children.

When Richard Hunt came to work at the Fairport school as a science instructor, he had a new and worthwhile idea—and he found a willing audience. His idea was to conduct a Summer Science Workshop. The proposal was based on the simple premise that schools generally suspend activity from June until September—but young and vital minds do not.

The idea was approved and Hunt set about picking his students. The requirements for admission were set rather high because the very first

Workshop would probably have some rough spots that needed to be ironed out. Good students, with a high interest level, could help to spot these weaknesses in the program. Perhaps more important, they would contribute much to the success of this shakedown cruise simply by not raising problems of an emotional or disciplinary nature.

Student applications outnumbered class seats 3 to 1—a good sign that the idea behind the program was reaching its target. Thirty boys and girls were chosen from grades 7 through 12. Although exposed to varying amounts of instruction in science, they had the common denominator of curiosity and an eagerness to learn. Each one was left free to pursue any reasonable line of research—and the range of projects that resulted was wide indeed: nutrition tests on white rats, forecasting the weather, evaluating tooth pastes—to name just a few.

Probably the most unique highlight of Fairport's Summer Science Workshop was the encouragement it gave to the use of cameras.

One boy's project involved studying insect anatomy by making photographs through a microscope. In this way he produced notes and records of extreme accuracy and uncommon usefulness.

Other students, using simple box cameras, made picture records of their experiments, took "notes" with pictures, and illustrated their reports.

Photographs made class notebooks come alive—lessons and memories that would ordinarily have begun to fade in a short time were converted into picture reminders that will be fresh and useful for years to come.

Classroom projects were backed up by far ranging field trips designed to show what happens when laboratory principles go out into the wide, wide world.

Bausch and Lomb Optical Company and Eastman Kodak Company both in Rochester, gladly opened their research and production facilities to these young people from Fairport Central, that they might see some manufacturing applications of science.

Hikes in the Finger Lake woodlands and a trip to an experimental plant breeding station at Geneva, New York, showed the differences between plants grown quietly by nature and plants grown by scientists with dynamic imagination.

Colossal engineering feats and principles of hydraulics came roaring to life for these young-



A student photographing a lighted display at the Corning Glass Center, New York

sters in a tour of the breathtaking Niagara Electric Power Project.

They had seen and understood the earth in their own community—Letchworth Park, with cross sections made by canyons and cutaway views in its gorges, showed them how the earth has been building up for thousands and thousands of years.

Again photography served to color and to emphasize the lessons by preserving in pictures all the interest and excitement of these trips.

Students were not required to use cameras in the workshop—that was entirely up to them. The appeal and the benefits of making pictures are hard to ignore, however, and many of the students quickly adopted the idea. Most of them had simple box cameras—and that's all they needed. Those few who did not own cameras had no difficulty in borrowing one for a short time or in having duplicates made of pictures taken by someone else.

The Workshop's tour of the Corning Glass Center serves nicely to illustrate the value of a camera in this program.

Before leaving the school, photographs were taken of the group boarding the bus and, later, of their arrival in Corning. Shots like these give con-



A field trip to an experimental plant breeding station at Geneva, New York

tinuity to a trip record and add to the feeling of travel.

Inside the Glass Center picture subjects ranged from 3500-year-old vases to some of the most beautiful crystal produced in the world today and from the actual pouring and shaping of molten glass to vivid action demonstrations of glass at work. These young scientists from Fairport found the entire tour laid out in a careful sequence of history, art, and science. They stopped whenever they liked and took pictures that were going to make up a photographic account of the experience. Their interest in pictures was giving them a really effective learning tool.

The students were careful to follow the advice of their camera instruction books and just as careful to avoid disturbing any of the other visitors. Common sense and ordinary courtesy solved every picture-taking problem that came up.

Returning home, the anticipation of seeing the Glass Center was replaced by the anticipation of seeing their photographs. The sights and the shows, the fun and the learning, all of which they had pictured, gave everyone plenty to talk about. This was the kindling of a critique that would lead to more fun, more learning, and better pictures on the next trip.

Someday the idea of photographic "notes" and records may be a regular part of the class schedule. For the time being, however, it's a happy and intriguing sidelight to a very successful summer school program. Mr. Hunt says he's satisfied. The school board admits its pleasure. The students? You guessed it—they think it was a "swinging" summer.

Training Young Leaders

JOSEPH NEWBOLD
Glen Rock High School
 Glen Rock, New Jersey

In this technological age in which America finds herself, the call for adequately trained leaders is heard more and more frequently. This was made very clear to the nation in the recent presidential elections. The public schools in America are expected to train these leaders. While leadership training is a commonly accepted goal of secondary school teachers of social studies, it is often an aim that is overlooked or relegated to a position of lesser importance by these educators. The training of leaders is an area in which student organizations, such as the student councils and the student government associations, can function effectively.

For several years now, the junior and senior high schools of Glen Rock, N.J., have sponsored a leadership training program. The first phase of this program is the annual leadership dinner which occurs early in the year. The purpose of this dinner is to pinpoint the importance of leadership to the student bodies of both schools and to give them some formal training. This leadership dinner is one of the highlights of the Student Councils' activities each year.

The student committees with the help of their faculty sponsors plan, organize, and present this program. Committees are established to serve the following functions: program organization and printing, invitations, ticket sales, table arrangements and decorations, food and waitress service, coat check, and acknowledgments. Necessarily a great number of students are involved in the planning and presentation of this dinner. The program usually consists of noted speakers, films or filmstrips, question-and-answer discussion period, and a summary evaluation session. The affair usually lasts about three hours. Student interest in such a project is high. This year, out of a combined junior and senior high school enrollment of 1,300, 289 students were in attendance.

It was noticed that the students who came to the dinner were those who normally assume positions of leadership. The student councils felt that while these people needed more leadership training, the students who were reticent or shy about assuming positions of leadership were the ones who also should have been reached. Thus,

the second phase of the leadership training program was developed to aid such students. This secondary endeavor consisted of a questionnaire completed by every Glen Rock student in grades 7-12. This questionnaire, simple in wording, asked such questions as:

1. Did you attend the leadership dinner?
2. Did you gain something from attendance?
3. Should we have another leadership dinner this year to accommodate those who could not attend?
4. Are you interested in serving on a school committee?
5. On which type of committee do you prefer to serve?
6. Are you serving on any committee now?
7. What are the reasons why you have not served on committees?

To most persons the expression "student council" means an organization in the junior and senior high schools. However, there are many such councils in the elementary schools—and the number is increasing.

We Have Student Councils In Our Elementary Schools

AUTOMATION—tutoring machines—electronics—test data—these are today's headlines. Are the world of the school and the world of the factory trying to mesh? No one would deny that the two can learn from each other, but equally true is the tenet that the one's forces are not viable for the other's.

To enhance the existing moral and ethical code, indeed to preserve it, the individual must be appreciated for what he is. Yet, he must continue, under our present system of bigness, to enroll in schools consolidated to operate more efficiently; he must continue to live in heavily populated areas, so the sociologists predict; he must learn to adjust to speed in an ever-shrinking universe. How then can the fiber of worthiness be strengthened, or even inculcated, so that the mores have a fertile seedbed from which to develop? How soon should the groundwork be laid?

A student council provides a logical setting for growth in self-esteem and for growth in awareness of responsibilities accruing adults, without labeling the program as such. Here are true-to-life situations, opportunities for leaders and followers, problems solved and unsolved, yet tailored to the

These questions are then tallied by the students and a complete card file is set up. In this way all students who have shown some indication that they would like to take part in some committee work and who have never yet taken part in some type of activity are called upon all through the school year whenever any committee is being formed. Thus, shy students are actively brought into school service activities. This is especially effective on the junior high school level, where early introduction into committee work is a must for the development of future leadership potentialities.

The Glen Rock student councils are constantly aware of their responsibilities in leadership training. A never-ending evaluation of all student activities is made by these groups to be sure that this responsibility is being met.

EILEEN M. GRECO
La Grange Park, Illinois

age group, with "consultant" service from the faculty sponsors.

For several decades councils have been an acceptable organization, more so in the secondary school than in the elementary. The plans have varied but essentially the theory has persisted. In the medium of the council, learning is for learning's sake; latent possibilities creep forth; measurement does not involve a grade-equivalent base line with its subsequent approval or disapproval from an authority, the teacher; since self-motivation comes by virtue of election through the classroom poll, the imposed pressure for learning has been obliterated.

Councils in the lower schools are not operating on a broad scale. It is true that the younger child's ideas are not so critical, his organizational methods not so pronounced, the effectiveness of his speeches not likely powerful, his insights hampered by lack of experience. But, it is also true that the younger the child the greater the plasticity and the greater the change to be evoked. This point-

of-view, while being voiced, is infrequently practiced. Too often a student council program is held in disdain because of its demands on the faculty and its relatively small gain for effort expended.

Aside from the obvious shortcomings, there are school systems where effective programs are in progress at the elementary level. District No. 102, La Grange Park, Illinois, with approximately 3,500 students, kindergarten through grade eight, has had councils in its buildings since the 1930's, each council designed to meet the needs existing in that area of the district.

To show expediently the philosophy permeating the program, parts of constitutions shall be cited. In each case these were hammered out by student committees.

PREAMBLE

We, the students of —, in order to form a more perfect student government, develop good school spirit, and to provide for the general welfare of all through democratic practices, do ordain and establish this constitution.

Doesn't this sound like a history lesson well learned and effectively put to use?

PURPOSES

1. To promote a democratic spirit by making it possible for all members of the student body to participate directly or indirectly, through their representatives, in the pupil activities of the school.
2. To foster closer cooperation between student body and faculty through common activities of the school.
3. To establish in the student body unity of spirit and high ideals of service, conduct, and scholarship.
4. To carry out any activities which assist in promoting the general welfare of the students of the school.
5. To learn to conduct meetings according to parliamentary procedure.
6. To strengthen the respect for rules and laws and the satisfaction in their obedience.
7. To gain opportunities for independent thinking and self-expression.

Boys and girls, when left to their own devices, can be quite demanding of themselves.

Realizing that selection must have criteria, the students have chosen the following qualities as desirable in representatives:

1. self-direction
2. self-control
3. willingness to assume and to carry out responsibilities
4. scholarship
5. cooperation
6. promptness.

In most units, each class group from grades 5 through 8 elects two members, preferably one boy and one girl. A third member is elected to serve in case of the absence of one of the regular representatives. The members are elected on a semester basis and at that time the newly elected attend two meetings with the official representative before assuming full responsibility. Three unexcusable

tardies or absences automatically disqualify a member for the rest of the year.

Since the presiding officer's traits are of extreme significance, the above-mentioned plus these obvious leadership traits are spelled out as necessary:

1. dignity
2. impartiality
3. interest in others
4. firmness
5. clear speaking voice

How is this important person, the president, chosen? A nominating committee, appointed by the administrative officers, consists of one member from each grade group in council, the principal, the advisors, and the administrative officers. Three candidates are selected from the seventh grade. Each person must give a campaign speech before the school assembly; a secret ballot is cast by the student body, the results announced over the intercommunication system. During another assembly the acceptance speech is heard. In some schools, pins are awarded to past presidents for faithful service at this same assembly.

The code of the school empowers the principal to approve or to veto every council decision and to decide all questions within jurisdiction of the organization, even though not provided for specifically in the constitution, as it exists at the moment. This safeguard poses no handicap in either direction; the advisors always attend the meetings and help with interpretations on the spot.

The work of the council is carried on through standing committees, the exact titles varying from school to school within the district, but essentially the same practices prevail. The following six committees, with duties and purposes listed, appear in the *Student Handbook*:

Auditorium Committee: Members of this committee have general charge of the movie projectors and screens for the visual education program. They help to prepare the room in which any kind of film or program is to be presented. They assist teachers by operating machines, doing backstage work and seeing that lights are out, etc.

Activities (or Special Activities) Committee: Members of this committee sponsor the special activities carried on in the school. School sings, hobby shows, talent shows for the raising of Student Council funds, and parties for members of the Student Council are examples of the activities planned by this committee.

Press and Publicity Committee: Members of this committee are responsible for releasing news items. This committee may publish the school newspaper, and have charge of posters and other means of publicity for drives, patriotic observances, etc.

Safety Committee: Members of this committee work with the safety patrol to have a good safety record all through

the year. This committee has sponsored contests to interest students in preventing accidents through safe practices. Safety slogans and posters are prepared and used as special reminders to students.

Service Committee: Members of this committee have charge of the following drives: March of Dimes, Junior Red Cross Membership, and the Tuberculosis Institute Christmas Seal Sale. This committee tries to cooperate in activities of a patriotic and charitable nature which are appropriate to student interest.

Sports Committee: Members of this committee are responsible for the sale of season tickets for basketball games. They work with teachers in seeing that chairs are set up for spectators at the games and collecting tickets at the doors. This committee sees that all inter-school athletic events are announced in the home rooms.

So that representatives can with ease bring their reports from the council to the home rooms a dittoed sheet is provided. On it is the day's agenda with space designated for notes from each standing committee report.

From the district student council comes the *Student Handbook*, revised biennially. Major revisions on this publication stem from a convention-type meeting. *Sportsmanship Principles* evolved from district planning too.

Cossitt Avenue School Student Council scheduled a "Coke-Discussion" series after school hours. After the discussion, on such topics as Citizenship at Hallowe'en or Sportsmanship at Basketball Season, each recorder summarized the findings, which were immediately tape-recorded. (The tape in turn made the rounds of the home rooms.) It was surprising how well the ideas flowed on the abstruse topics. During the "coke" period, after the taping of the summaries had been completed, students not on council committees stood outside the door longing to be on council next semester. Here is one answer to the perennial question: How can we develop interest in our student council?

The success of the "Coke-Discussion" was due in no small part to the well-laid plan shown in the following outline used for the first of the series.

COSSITT AVENUE SCHOOL La Grange, Illinois

PLANS FOR FIRST DISCUSSION SERIES—OCTOBER 26, 1960
Role of Student Council in Teaching Good Citizenship
Four Discussion Groups:

(Lead Question)

I. How do we learn good citizenship?

(Points for Discussion)

- A. Form good attitudes.
- B. Form good habits.
- C. Be respectful, considerate, etc.
- D. Have a knowledge of laws.
- E. Having contact with other citizens.
- F. Practicing citizenship in clubs, sports, committees.
- G. Having high ideals.

(Lead Question)

II. What can a Student Council do to promote or teach the meaning of good citizenship?

(Points for Discussion)

- A. Respect school property.
- B. Community citizenship (downtown).
- C. Vandalism in community.
- D. Hallowe'en behavior.

(Lead Question)

III. What basic consideration must be involved in any activities designed to promote good citizenship?

(Points for Discussion)

- A. Cooperation from greatest number of students.
- B. Cooperation from faculty.
- C. Good sponsors who are aware of changing situations.
- D. Constant evaluation of aims and objectives.

(Lead Question)

IV. What are some examples of activities which our Student Council can do to promote good citizenship?

(Points for Discussion)

- A. Fair elections.
- B. School committees.
- C. Campaigns to promote good citizenship.
- D. Traffic control.
- E. Code of ethics.
- F. Citizenship Code.
- G. Sportsmanship Code.

The favorable impression made on the administrative staff members present is reflected in a letter received by the student council president.

You, your board, your committees, your sponsor are to be commended for introducing the novel idea that I saw in progress yesterday afternoon.

To analyze an abstract thought is a difficult assignment, yet an essential one under our government. Learning good citizenship and living it is the goal; through your living example you shall ever widen the circle of good citizens in our community, for all those whom you contact learn from you.

I am looking forward to your next discussion.

The really exhaustive efforts of the year went into a clothing drive to which the community subscribed through the council in its locale. The president of each council delegated a chairman to act with a special committee. As many students as possible were assigned to do the many types of duties such a Herculean undertaking entails: arrangement with the principal for contacting of all classrooms; distribution of literature; giving talks on value of the drive; making and displaying of posters for halls, landings, and classrooms; gathering of clothing into a central place for daily packaging; sorting out of clothes for needy in local area; tying securely, per regulations, all bags for shipment. Many hands do make a lighter load. The collection totaled almost 7,000 pounds. The community was proud of its councils! The boys and girls experienced real joy from hard work put forth for a worthy cause.

Learning by doing is not an exhausted theme. There are values in cementing understandings and rewards through being actively involved with another's problems, thus paving the way toward maturity. To grow up, i.e., to mature, people must become involved with people. Common experiences make for appreciative allegiance. Student council activities even for the very young, the elementary school child, are a fruitful endeavor. Patience is the best of teachers.

The Educational Process Is Assisted By the Activity Program

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Contemporary philosophies of education indicate the importance of educating the whole child. The teaching of subject matter is no longer considered "the" only function of our educational institutions; we must develop understanding, appreciations, and social well-being within our youth. To meet these additional responsibilities we have increased our curricular offerings in most areas and levels of our educational system. One of the more recent innovations in our curriculum has been the addition of extracurricular or activity programs.

In our junior high school, activities are scheduled for the last period of each day. The program offers 28 activities to the students; each activity meets one, two, or three times per week depending on its particular need for time. The students may participate in any number of these, from one through five, depending on the activities in which they participate. Our program has been designed to meet the following objectives:

1. To provide opportunities for the application and/or reinforcement of experiences from other curricular areas.
2. To fulfill the exploratory nature of the junior high school students.
3. To develop leadership and followership qualities.
4. To provide for the acquisition of personal and character qualities such as poise, appreciation, skills, etc.

5. To assist in the development of worthwhile leisure time activities.

Obviously, it is difficult to determine how well our present program meets these objectives. However, the writer has attempted to determine the transfer values of science and mathematics to our activity program by means of a survey. As a basis for this research, transfer of training will be defined as the effects of training in one situation upon performance in another situation.

The items in this survey are general inasmuch as most of the teaching performed on this level is of a general nature. This is not to imply that there are no specifics presented to the students, but it does mean that emphasis is placed on broad understandings and principles. Also, to list the more specific learnings, the questionnaire would have become too burdensome.

The following paragraph shows the conclusions that have been drawn from the findings of this survey. These conclusions, it must be understood, are applicable only to the particular school, area, and program in which the survey was conducted. The items listed are not applicable to every school because certainly the curricular offerings vary from school to school as to grade placement, scope, and sequence.

The results of the 390 questionnaires returned by the students indicated that, of the 25 items listed on the survey, they apply an average of six in each of their activities. This indicates that approximately 24% of the learnings in seventh grade science and mathematics are applied and/or reinforced in each of the student's activities.

The 29 surveys received from teachers indicated there was an average of 6½ items per activity that they feel are transferred from the seventh grade science and mathematics programs to the activity which they sponsor. In other words, the teachers indicated that approximately 26% of the experiences the children have in seventh grade science and mathematics are applied and/or reinforced in the activity they sponsor.

The table below shows a high correlation between the amount of transfer taking place from the teachers' point of view and the students' point of view. These figures of 24% and 26% for students and teachers respectively are indicative that there is great transfer value of seventh grade science and mathematics to the activity program surveyed. Further, it should be recalled that most

Item surveyed	Student response	Teacher response
1. Identify science apparatus	89	3
2. Label sketches	93	8
3. Ability to follow directions	269	18
4. Thinking and reasoning skills	198	16
5. Techniques of observation	196	13
6. Asking of questions for help	123	16
7. Note taking skills	151	5
8. Organization of thoughts	197	16
9. Understandings of heat	65	5
10. Understandings of the metric system ..	68	2
11. Understandings of water	55	2
12. Understandings of weather	49	1
13. Understandings of light	67	7
14. Understandings of sound	69	4
15. Understandings of magnetism	34	1
16. Understandings of biology	55	2
17. Understandings of conservation	52	4
18. Ability to find area	67	5
19. Decimals	72	6
20. Understandings of percents	54	6
21. Use of percents	42	2
22. Reading and drawing of graphs	78	3
23. Fractions	74	7
24. Understandings of denominate numbers	82	7
25. Understandings of our number system and its fundamental operations	106	13

students participate in three or more activities and this would increase the total percentage per student in the over-all program.

Item number three, "Ability to follow directions," selected most often by students (269 times of a possible 390), was also selected most often by teachers (18 times of a possible 29). Item number 15, "Understandings of magnetism," selected least often by students (34 times), was also selected least often by teachers (once).

Careful consideration and evaluation of the survey indicates adequate transfer values from the science and mathematics curricula to the activity program. Although the figures of 24% and 26% could be increased with effort on the activity sponsors' part, this might well hinder the programs' effectiveness in meeting its other objectives.

Regardless of the reader's conclusions of the results of this single survey, (1) the value of the activity program is undeniable, (2) its objectives are directed toward educating the whole child, and (3) evaluation is difficult.

In too many communities school newspaper advertising is downright disreputable—largely only a high-pressured or low-pressured donation appeal with few benefits for anyone concerned. This uncomplimentary state of affairs should be changed. And it can be through the practice of a few basic business-like procedures.

Let's Make School Newspaper Advertising Really Advertise

THE SCHOOL NEWSPAPER ought to pay its own way.

And if the advertising side of the paper is set up on an efficient, business-like basis, there's no reason why it can't.

The problem of financing school publications has been an aspirin sales booster since George Gallup, now the famous pollster, co-authored "Business Departments of School Publications," that valuable and informative little book published 33 years ago.

While school principals and superintendents may look on the subsidy of the school paper as an investment in the students' practical journalistic training, they should consider an effective way to finance the publication and provide an important service on the side through advertising.

Those most in need of advertising know-how are the schools which complain that they can't af-

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ford an offset or letterpress newspaper and saddle their students with the publication of duplicated sheets of dubious quality and only minimum benefit in terms of journalistic experience.

Faculty advisers and high school editors need to keep in mind one basic fact: the school newspaper is a valuable potential advertising medium, particularly for merchandisers who cater to the younger set—clothiers, stationers, confectioners, theaters and similar business establishments.

For too long a time faculty advisers have clung to the notion their publications should be financed by donations from harassed merchants and professional people whose hesitant but certain generosity has set them up as easy targets.

This attitude is unfair to the advertisers and equally unfair to the readers—students, parents, relatives and teachers—who would benefit from informative advertising.

The objection that might be raised by some advertisers—that the school newspaper lacks sufficient circulation—can easily be countered by pointing out its selective audience. The young character of the readership makes the school newspaper a natural and effective advertising medium for a wide range of goods and services.

Besides, the school paper is likely to be read by three to four times its circulation and is more likely to settle around the home for the important second and third glance-overs than the local daily whose life-span frequently ends as a vehicle to haul out the after-supper garbage.

Putting across this argument requires student ad salesmen trained in good business practices. U. S. Census figures show that at least 10 per cent of the nation's work force is in the field of sales. Given this statistic it would almost appear the obligation of the secondary school system to make available this training for its students.

It's not a fearsome task. In fact, effective advertising salesmanship can be wrapped up in five elementary but important steps:

- 1—a prospect list
- 2—training the staff
- 3—preparation of layout
- 4—sales approach
- 5—follow-up

A list of prospective advertisers should be drawn up at the beginning of the school year and include those businesses likely to offer goods and services to students.

Omit the doctors, dentists, funeral parlors, tobacconists, grocers and wholesalers—all those who would offer a donation in return for an inch of space with the meaningless "Compliments of a Friend." The purpose of advertising is to sell goods and services and not to reserve precious space for anonymous complimentaries.

Logical prospects can be found in the neighborhood of the school but large downtown merchants should not be overlooked if they have something to sell to students or other readers of the publication.

Step 2 is selecting and training the advertising staff. On many high school publications the advertising or business staff consists of one or two helpful but overworked students who have no fondness for the job but carry it out either because

they have been asked to do so or because nobody else will do it.

The advertising staff on a high school newspaper should be at least as large as the news staff and the salesmen should be instructed with the importance and responsibility of their positions.

Each student ad salesman should be restricted to six or seven accounts. In this way, the student can adequately service the accounts and provide the familiar face that puts the toe in the door.

Preparation of layouts comprises Step 3. The student ad salesman who enters a store and says, "Mr. Brown, would you like to advertise in our weekly paper this year?" has invited a negative reply.

Instead he should be prepared to present imaginative layouts designed to sell particular products based on an inspection of the goods or services the prospect has for sale.

For most students, drawing up layouts is genuine fun. It gives them the chance to be creative and resourceful. They should be encouraged to draw up layouts for different size ads, the best type of sales ammunition when they first approach the prospect.

The art work need not be complex. An elementary book on layout and design can give students the essential principles to draw up rough drafts. Most printers have available a variety of mat proofs from advertising art services which can be used.

Step number 4 is the sales approach. Student ad salesmen should be trained in persistent courtesy. They should be attired in business clothes and make their visit during slack business hours, if this is possible.

Instead of the bland and ineffective, "Mr. Brown, would you like to advertise . . ." the student should properly introduce himself and immediately produce a layout (for the largest size ad) and explain the advantages of advertising a particular product to a high school student body through the effective medium of the school paper.

At hand should be facts and figures on enrollment, readership, spending power of the student body and potential sales. Other sales arguments that can be used are the impact a student may have on family purchases (more than a few parents have purchased autos preferred by their adolescent sons and daughters) and the advantage of putting the merchant's name and product before the future consumers of the community.

The student ad salesman should be equipped with a rate card, preferably printed, which allows discounts to volume advertisers. In another pocket he should carry ad contract blanks.

Whether the ad is sold or not, each visit should be recorded on a 4 x 5 prospect card containing detailed information on reception by the prospect, his objections, the best time to make the call and other data which might prove helpful to subsequent student salesmen.

If the ad salesman is unsuccessful on his first try, he should be encouraged to make a repeat call and even several during the school year, each time armed with new layouts and new sales arguments. This is good business and good business is what businessmen prefer.

In general the sales approach should be put on a business and not a personal basis. For instance, students should never be permitted to solicit ads from their parents or relatives who may appear on the prospect list and they should avoid contacting professional people whose code of ethics prohibit them from advertising. Donations should be refused and referred to a worthy charity.

Salesmen should encourage their prospects to change their ads frequently during the school

year, particularly businessmen who deal in seasonal merchandise. Extra charges for ad changes can be limited to the added printing composition costs.

The follow-up, Step 5, is a valuable but easily overlooked aspect of the advertising program. Salesmen would gladden the hearts of their prospects by personally delivering a proof of the ad for checking before publication and after publication by bringing several copies of the paper or tear sheets to the advertiser. On that occasion the student ad salesman can talk over the advertisement with his customer and suggest alterations or improvements in future ads.

Advertisers should be billed monthly by mail and, of course, the billing should not involve the ad salesman.

Thus, in an easy five-step plan an effective, revenue-producing advertising program for the campus newspaper can be set in motion.

Besides helping the paper and the school, the program will aid the students involved who someday may become leading business and sales executives. It will provide important information for the readers, and will win the respect of local merchants.

Because of its obvious values as a developer and maintainer of personal friendships and school support, the homecoming should be a major event—much more than a casually scheduled banquet-game-dance affair. And it can be.

Homecoming, Woodland Style

FOUR YEARS AGO, students, teachers, high school administrators and Woodland High School alumni conceived a plan to bring members of all age groups together to work, to play, to become better acquainted with each other. October 21, 1960, date of the fourth Woodland High School Homecoming celebration, saw over 7,500 members of the small California community actively engaged in one or more of the many activities comprising the event. Woodland, with a population of 14,000 and a high school enrollment of 1,235, was the scene of festivity from noon until well into the night.

First event on the 1960 homecoming day agenda was a luncheon honoring 1956 high school graduate Jack Yerman, an Olympic Gold Medal winner member of the 1600-meter relay team. Over 350 persons attended the luncheon.

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Immediately after the luncheon a 45-minute rally was held on the high school football field. Both students and alumni were invited to the rally to hear guest speakers Jack Yerman; California track coach and former Olympic coach Brutus Hamilton; and Stu Nahan, sportscaster for Television Station KCRA, Sacramento.

Upon completion of the rally, the largest parade in the history of Woodland began. One hundred and five units formed in front of the high school and, led by a Navy Color Guard and the High School Marching Band, proceeded to downtown Main Street. The seventy-five minute parade, which was witnessed by an estimated 7,500

people, represented every graduating class since the beginning of Woodland High School in 1896, with the exception of the class of 1903. Featured were colorful floats (all made outside of school hours), horseless carriages, wheelchairs carrying four graduates of 1909, three marching bands, and two equestrian units.

After the parade a reception for all alumni was held in the newly completed YMCA building. Approximately three hundred alumni renewed old acquaintanceships and relived their high school days while enjoying tasty refreshments.

On homecoming evening over six thousand fans mobbed Hyman Field to see the Sophomore and varsity football teams play against Grant High School of North Sacramento. The visitors humbled the Woodland sophomores by a score of 20 to 2, and, with the sounding of the game-ending gun, floats and cars from the afternoon parade circled the field. Prizes were awarded to the best entries of both students and alumni. The audience was called to attention as a United States Navy Color Guard Unit raised the American flag, and Reverend Karl Irvin, member of the Board of Education, led the audience in singing "The Star Spangled Banner."

Homecoming spirits soared as the Woodland varsity took a three-touchdown halftime lead.

The big event of the varsity halftime intermission was the crowning of the Homecoming Queen. The four queen contest finalists and last year's queen, Lenora Monaco, paraded before the stands in five new convertibles. At this point Miss Monaco, freshman student at the University of California, crowned high school senior Karen Cadenasso Queen for 1960. Other halftime activities included Yerman's presentation of a perpetual track trophy to be awarded annually to the most improved senior trackman, and the introduction of the members of the 1950 Woodland High School championship football team.

The Woodland varsity football team resumed the field to increase their established lead and win the game by a score of 37 to 7. Amid the pealing of the school Victory Bell, happy alumni and students proceeded to the final events of an exciting day. A dance to the music of *The Impala Six*, held in the high school cafeteria, attracted eight hundred town citizens under twenty-one, while more than six hundred alumni over twenty-one retired to the Yolo County Fairgrounds to the dance which culminated their homecoming activities.

Athletics Must Teach Respect For Authority

This same trend (attacks on peace officers by adults who resent and do not respect constituted authority) is found daily in the sports columns of our newspapers as is exemplified by the college or high school coach who claimed that he was robbed because of a decision made by an official or by a local coach or newspaper columnist who claimed that the game the past weekend was lost through the inefficiency of game officials.

The game officials are invited by a school to work their game. Both schools have agreed that the game will be played under a certain set of rules, and yet when any decision is made with which they do not agree they immediately begin to rebel. In most cases, the complaints are verbal, but unfortunately in a few cases the complaints result in physical attack and in embarrassment to all parties involved.

Perhaps one of the most insidious and harmful effects of this philosophy which is permeating so much of our society relative to constituted authority is the psychological effect. There is a growing tendency on the part of those who have had a misfortune or who have not succeeded or who have failed to win an athletic activity to blame it on some other individual or group, usually on those who have had to make a decision or who have enforced a rule because they are in the position of constituted authority.

Athletics are very similar to atomic power in that they can be used for either good or bad, depending on the leadership provided by the coach, the school and the community. Athletics can, therefore, create in the boy the proper respect, the proper regard and the proper prestige for constituted authority; or it can create in the boy disrespect and a complete lack of respect for constituted authority.

It is up to our coaches, teachers and interested laymen to see that respect for law and authority is inculcated in our youth. Only by setting the proper example of this respect can we expect our high school athletes to receive this most valuable attribute from our interschool athletic program. —Dr. Rhea H. Williams in *Interscholastic Leaguer*

Regardless of how you slice it, the cost of education is going to rise higher and higher. Just who is going to collect the taxes and run the program: the states or the federal government? You too have a vital stake in the outcome!

"Should the Federal Government Make Grants to the States for the Public Schools?"

AMONG THE MORE IMPORTANT PROBLEMS facing the people of the United States today is that of finding a logical solution to the many difficulties that have arisen in the area of financing American education. We are not only facing a problem of finding enough money to operate our public schools at the elementary and secondary levels, but in addition the parents of American youth are faced with an almost impossible combination of problems when they find it difficult to find a place for their children to attend college and when they can get the child a place they find the cost is often more than they can afford.

American public education has just passed through the most difficult decade in the history of our schools. The enrollments in our public schools increased 11 million during the last ten years, and the cost of operating the schools went up at a rapid pace. We are now spending billions more for schools than was the case in 1950. The \$16 billion spent for public schools in 1961 may well be \$24 billion by 1970, but still this great increase in cost must be paid by the state and local school districts under the existing system of public school finance.

The American people must soon make an important decision regarding their schools. One possible decision is to continue to finance public education at the state and local levels. This will necessitate tax increases that will be very unpopular and in fact will be difficult to collect. A second possible decision is to ask the federal government to step in and help the state and local school districts find a solution to their financial problems. Such a solution would be federal grants to the states for the support of public schools.

There are many arguments that are effective on both sides of this debate subject. There are drawbacks in both the present system of financing public education and in the proposal of federal aid to the states for public education. It is the hope of the people who selected this debate topic for the coming school year that its discussion may help us arrive at the best possible solu-

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tion to the problem of finding an adequate financial structure for American public education.

The general topic for high school debate in 1961-1962 is "WHAT SHOULD BE THE ROLE OF THE FEDERAL GOVERNMENT IN EDUCATION?" High school debaters will discuss this general topic during the first half of the school year. In order to provide certain specific debate subjects for use in practice debates three actual debate topics have been suggested as follows:

RESOLVED: That the Federal Government Should Provide Additional Aid for Public School Facilities.

RESOLVED: That the Federal Government Should Guarantee an Opportunity for Higher Education to Qualified High School Graduates.

RESOLVED: That the Federal Government Should Equalize Educational Opportunity by Means of Grants to the States for Public Elementary and Secondary Education.

During the first semester of the school year debaters will debate on these three specific debate topics. Early in January, 1962 the official debate question for the remainder of the school year will be selected from the three questions listed above.

Since we know the three topics from which the final selection will be made, we will present three articles in *SCHOOL ACTIVITIES* magazine pointing out the strengths and weaknesses of each topic.

Below we will present a set of definitions of the terms included in one of the possible subjects for debate this year. The remaining part of this article will deal directly with the following possible debate topic:

RESOLVED: That the Federal Government Should Equalize Educational Opportunity

by Means of Grants to the States for Public Elementary and Secondary Education.

"THE FEDERAL GOVERNMENT": By the term "the Federal Government" we mean the government of the United States acting through its legally elected representatives in Congress. It has already been established that Congress has the power to make grants to the states for the purpose of equalizing educational opportunity. In this debate we are merely discussing whether Congress should or should not take this action.

"SHOULD": The term "should" implies that the affirmative must advocate the adoption of a policy of having the federal government equalize educational opportunity by granting money to the states for public elementary and secondary education. The affirmative must show that the adoption of this policy at this time is either desirable or necessary or both. It is not necessary to prove that this policy *will* actually be adopted. If the affirmative can prove that it *should* be adopted their case in this debate will have been established.

"EQUALIZE EDUCATIONAL OPPORTUNITY": The term "equalize" means to make equal one to another. When we add the terms "educational opportunity" we mean to make the educational systems of one state equal to those of another state. Today there is a great difference in the educational opportunities offered in one state as compared to another. This can be illustrated in a number of ways. For example, in 1959 we find that 99.7 per cent of the elementary teachers of Oklahoma had at least four years of college preparation. In the State of South Dakota only 17.4 per cent had similar preparation. The average salary of classroom teachers in the United States was \$5,215 in 1960. In California, however, it was \$6,700 and in Mississippi it was only \$3,415. In 1960 the average expenditure per pupil was \$390 in the United States. Among the states, however, the spread was from \$585 in Alaska and New York down to \$217 in Alabama. These figures show the great differences that exist in the type of education that the states are now providing.

If we attempt to equalize educational opportunity we will try to establish a system of education that will be practically equal in all areas. The amount of education required of all teachers would probably be made uniform in all areas. Salaries paid to teachers might not be made uniform, but they should be adjusted to allow for

differing costs of living and the spread would not be so great as it is today. The amount of money spent on each pupil need not be identical in each state if we are to equalize educational opportunities, but again the spread should not be from \$217 to \$585, as it is today.

Equalizing educational opportunity does not mean a mere move in that direction. The Kennedy proposal that would allot \$15 per pupil in states like Illinois, New York, New Jersey, Delaware and Connecticut and \$33.72 in Mississippi and \$32.02 in Arkansas does not equalize educational opportunities. It is at best a step in the right direction, but even after this adjustment is made New York will be spending \$600 per pupil per year and Mississippi only \$259.58, per pupil. We cannot have equal educational opportunities when there is such a great difference in the amount of money spent per pupil in two states.

It is a well-known fact that the costs of maintaining identical systems of education will vary from state to state. Building costs both for construction and for operation are much lower in the South than in the colder climates. Living costs are much lower in some areas and so salaries could be lower in the low cost areas and still the educational opportunities could be identical.

"BY MEANS OF GRANTS TO THE STATES": This term presents the way in which the federal government would attempt to equalize educational opportunity. Differences in educational opportunity would be determined and then the federal government would work out a formula to correct existing differences. When it determined how much is needed to establish equal educational opportunities this sum would be given to the individual states.

The question provides for the giving of these grants to the states in order to avoid federal control of education. It is assumed that the states would spend the money received as they see fit, thus retaining complete control over education. In the past, however, the federal government has always exercised a measure of control over the way in which grants to the states have been spent. Today a few states of the South continue to have segregated schools. It is doubtful if the federal government would make grants to states where segregation continues in defiance of the ruling of the Supreme Court.

"FOR PUBLIC ELEMENTARY AND SECONDARY EDUCATION": This term gives us the type of edu-

cation that will be aided by this federal plan. It includes the first twelve years of our educational system, and excludes colleges and universities. This term also specifies that all grants shall go to public schools. This is a very important point at this time because schools that are maintained by religious groups are also demanding that they be given federal grants if such grants are given to the public schools. Many authorities feel that the Constitution forbids the granting of federal funds to private schools, but some authorities say that grants could be made directly to individual pupils and the money could then be used to pay the costs of education. The problem of grants to religious schools will be an important issue in this debate.

INTERPRETING THE DEBATE QUESTION

Before the debater begins to prepare his debate speech, he should understand some of the implications of the debate topic and should have a clear plan for attacking the arguments of his opponents. Every debater should understand the methods of attack that are open to his side of the case, and also have a knowledge of those that are open to his opponents. In this section of this article we will attempt to give some of the more important problems that will arise regarding this debate question, and an attempt will be made to interpret these problems to prospective debaters.

Our debate question calls for the federal government to provide grants to the states for public schools. When debating this topic, does the affirmative have to present a detailed plan pointing out just how much additional aid will be given and then showing how this aid will be administered?

One of the most serious mistakes made by many affirmative debaters is the assumption of too great a burden when attempting to prove a debate topic. Technically speaking all that the affirmative has to do when debating this question is to establish the contention that the federal government *should* provide aid for public schools. The affirmative team does not have to establish how much aid should be given and they do not have to show how this aid will be administered.

If the members of the negative make a strong attack upon the point that the amount of aid will be too large, or that it will be very difficult or even impossible to administer such a plan, then the affirmative may be forced to give some answers to the attacks of the negative. This should never be

done, however, if the negative fails to force such a method of attack.

If the affirmative debaters make their plans for the debate in a careful manner, they should be able to establish the contention that their only duty in the debate is to prove that the federal government *should* provide aid for public schools. If they point out early in the debate that the establishment of this contention is their only duty in the contest, they should be able to win the debate without explaining how much aid should be given or how it should be administered.

In the past, public elementary and secondary education has been provided primarily by the state and local governments. Why did our educational system develop this way?

It is interesting to speculate upon this problem of just why the education of the youth of this country has been the task of the state and local governments, while most of the educational systems of Europe are national in their scope and control. One reason might be that the European nations were fully populated and were also governed by powerful monarchs who did not wish to allow the local governments to develop much power. In our country the state and local governments were skeptical of a strong federal government, and this might be the reason that education was not made a function of the federal government.

In 1790 the United States was a very large country in actual square miles of area when compared to France, Spain, or Great Britain. We had much more territory than the established European countries, and so it may have been that the only way to establish schools was to allow the local governments to handle the problem. The early settlers had a high regard for education, and so they demanded schools as they moved west, and it was the state and local governments to which they turned to establish schools.

At first elementary schools were provided by the passage of what has been called permissive legislation. This allowed the local school districts to be established if the people cared to do so. From this stage it took many years before public schools were established in all of the states and students were required to attend them.

The first program of federal aid to public education dates back to before the adoption of the Constitution. Was this first step toward federal aid to education designed to establish the

principle of federal aid or was there another reason for this action?

In 1785 the Congress of the Confederation made a survey of all of the land then owned by this country that was not in existing states. In the Ordinance of 1787 it was provided that "there shall be reserved the lot number sixteen of every township for the maintenance of public schools within the township." This meant that one square mile out of each thirty-six should be given over to the support of public schools.

The question before us is whether the members of the Continental Congress included this provision because they wanted federal aid to the public schools of this territory or whether they were motivated by some other consideration. Some authorities claim that the Congress was in need of money at this time, and so they included this provision for the establishment of public schools in order to stimulate the sale of land in the Northwest Territory. It is a well-established fact that a man who was vitally interested in selling this land was also interested in the inclusion of this provision for the establishment of public schools in the new territory. It seems logical to assume that the real interest of the Ohio Company of Associates, who purchased 1,500,000 acres of land from the government for resale, was more in selling land at a profit than in establishing schools. The provision of one section of land in each township for public schools would make it easier to sell their land. It must also be remembered that this one section did not cost the land company anything, but did make the land that they had to sell more valuable.

It is doubtful if the members of the Continental Congress felt that they were establishing a principle of federal aid to education when they passed the Ordinance of 1787. In fact we did not even have a federal government at the time, the states being the most important units of government. In 1787 no provision was made for national aid to the schools in the original states where 98 per cent of the pupils lived. If the intent had been to establish the principle of national aid to education it seems logical to assume that some provision would have been made in 1787 for such aid to existing schools.

The debate question calls for equalizing educational opportunity by means of grants to the states for public elementary and secondary education. Does this debate question mean that the amount of money spent on the education of each child must be identical in each state?

It is not necessary to spend an identical amount of money on the education of each child in the United States in order to equalize the opportunities for education. For example, the cost of providing a good type of education at the primary level may be much less than is the case for a high school senior. At the high school level it will cost more to teach one pupil physics than to teach American History.

What this question probably intends to ask is must we spend a sum that is approximately the same on education in general in all of the states if we are to achieve the objective of equal educational opportunity. Should teachers' salaries be approximately the same and facilities such as classrooms and supplies be almost identical? Again we say that the amounts provided by the states plus the federal aid do not have to be identical in order to meet the terms of this debate question. We say this because of the significant differences in living costs between the various areas of the country. For example, a salary of \$6,300 for a teacher in New York City might be comparable to one of \$5,100 in some of the rural areas of Arkansas. A classroom might cost \$40,000 to build in Chicago, while a similar classroom might be built for \$25,000 in Florida.

This debate question does not demand that the federal government shall make grants that will provide identical amounts of money for education in all sections of the United States. Equal educational opportunity can be had throughout this country by spending differing amounts of money in the various sections in accordance with the costs of securing facilities and services.

Will it be possible to equalize educational opportunity throughout the United States without also establishing a uniform school year, a uniform curriculum, and eventually complete federal control of public education?

This will be one of the major points of contention in the debate this year. It is logical to assume that negative debaters will claim that federal government aid by means of grants to the states for the purpose of equalizing educational opportunity will also mean that we will have federal control. The negative will be able to point to the many existing programs of federal grants to the states for other purposes than education in which a certain measure of federal control has been exercised in the past. In fact the very rules by which the federal government makes its awards must be considered as being measures of control.

If educational opportunities are to be equalized, then we would assume that the length of the school year should be identical in each state. Today the length of the school year fluctuates from 182 days in the State of Missouri to 170 in Mississippi. If the federal government is attempting to equalize educational opportunities between these two states, it may be necessary to establish the length of the school year in all states before any federal funds can be received.

It probably will not be necessary to establish a uniform curriculum throughout the United States in order to equalize educational opportunities, but it is probable that certain basic courses will be prescribed for all states. If this is done, the federal government will be in the position of dictating at least a part of the curriculum of the schools. This will be a form of federal control of education.

It is impossible to say how much control the federal government will exercise over education if it provides annual grants to the states for the purpose of equalizing educational opportunity. It is almost certain that minimum standards will be demanded by the federal government. It is impossible to say whether these controls will reach the point where it can be said that the federal government is in complete control of education.

Many states have plans by which they are able to provide funds to poorer school districts which will enable these districts to maintain an established minimum standard in public education. Explain just how such systems operate.

The term state aid refers to the payment of funds by the state to assist local school districts in defraying the expenses of maintaining public schools. In all states of the union a part of the cost of education at the elementary and secondary level is provided by the state. In 1960 Delaware provided for 79.6 per cent of the cost of schools from state funds. In Nebraska the state provided only 4 per cent. The average for the fifty states was 40.1 per cent from state funds.

In early times it was hoped that the money received from the land provided by the government would establish a permanent school fund that would forever provide schools for the nation. This hope was soon shattered and the slogan "the wealth of the state must educate the children of the state" was recognized as early as 1825. But it was at a much later date that the states started to give support to schools in any large measure.

State aid is distributed in three ways today.

(1) On the basis of need in which the state takes into consideration only the task of the school district as measured by the number of pupils of school age, the number of teachers needed, the number of buildings, and similar statistics. School districts are given "flat grants" of so many dollars per pupil from state funds. (2) State aid for special educational projects. These projects include vocational education, education of the handicapped, free textbooks, school lunch programs, transportation of pupils, and similar programs. These are usually special programs of school districts that some districts desire and that others do not want. If the district desires this service, the state will help pay the cost of the program. (3) State aid for equalizing educational opportunity is a recognized principle in many states. The desire of this system is to provide equality of education among districts. State funds are distributed in such a way as to permit each district to maintain a satisfactory foundation program of education without exhausting the tax resources of the school district. When this plan is used a greater scale of state aid is given to the poorer districts and a lesser amount to the wealthier districts. When school districts meet a certain standard of effort in maintaining schools from local taxes, they are rewarded by a grant from the state that will bring their amount of expendable funds per pupil up to an established foundation. The district is then free to increase its local taxation and thus improve its schools if it cares to do so.

Can the system of equalization of educational opportunities as now used by many states also be used by the federal government to equalize educational opportunities among the states?

The answer to this question will depend in large measure upon the definition that is given to the term "equalize educational opportunity" in the debate question. If this term means to provide identical educational facilities, then the present state plan will not work. If this term means to establish a satisfactory foundation educational program for all states and then allow each state to exceed this foundation program if they desire to do so, then the present system of state distributive funds can be used.

If we mean that equalizing educational opportunities among the states means that we will provide identical systems of education, this might be done in the following way. Perhaps the best single

index of the ability of a state to support education is personal income. If we establish the cost of an adequate education at elementary and secondary levels at \$450 per year, we might work our plan as follows. Each state could be required to provide 4.5 per cent of its personal income per student for public education. In the average state this would provide about \$450 per pupil. In Mississippi, however, it would provide only \$198 and so the remaining \$252 would be provided by the federal government. In seventeen states, however, this formula would provide more than \$450 per pupil and so these states would not receive any federal aid. In fact, New York now spends \$585 per pupil per year, yet it only spends 3.6 per cent of its personal income per child on public education.

At this point we must remember that this system would establish a group of state systems of education that are identical in the amount of money spent per child. It would result in an actual reduction in the amount spent in a number of states on public education, unless the national standard is set as high as that now provided by the most wealthy states.

If we adopt the systems of attempting to equalize educational opportunities among the states that are now used within many states to attempt to equalize educational opportunity, we would still have some states with much better systems of education than are to be found in other states. For example, if the basic foundation for public school education is set at the present average of all of the states, which is \$390 per pupil, we would find 22 states above this mark. What would happen is that 28 states would have their expenditures per pupil raised to \$390 per year, but 22 states would still have a higher expenditure. The question is, will such a plan equalize educational opportunity or merely be a step in the direction of equalization?

The decision of the Supreme Court regarding segregated schools has not been fully accepted by all states. Could the debate proposal calling for grants to the states to equalize educational opportunity be adopted if we still have some states with segregated schools?

This problem of segregated schools in some states even in spite of the decision of the Supreme Court will be important in this debate. It is doubtful if Congress would provide federal funds to states where the public schools are segregated because such an action would probably be declared

unconstitutional. On the other hand it is doubtful if the men who represent states where segregated schools still exist would vote for any federal aid to education bill that would not include the schools of their states.

It will be difficult to have any legislation passed to provide federal funds for the public schools until most of the states have decided to eliminate segregated schools. The states of the South will probably not favor federal aid unless they will receive their share of these funds. On the other hand the liberals of the North will not vote federal funds to the states that retain a system of segregated schools. It is difficult to believe that these federal funds will ever be provided for the support of public segregated schools.

Up until about 1950 the state and local governments have been able to finance public education with the possible exception of the special programs of vocational education that have been promoted by the federal government. Why has the demand for federal aid to education become so important during the last few years?

The great growth in the demand for federal aid to public schools has followed much the same pattern of other demands for federal aid. In the past we have always had the pattern of state and local support of our schools. Even though the task of school support taxed the states, there was inertia against asking for federal aid. We are always opposed to change, and this has been true in the field of financing schools. Following the last war we entered into a period of both greatly increasing public school enrollments and great increases in both the cost of new school buildings and of teachers' salaries. The state and local governments found that the task of supporting public education was just too much for them to handle.

Take a look at the way the cost of public education has gone up during the last twenty years. In 1940 we had 29,751,203 pupils enrolled in our public schools. We spent a little over \$3 billion on public education. In 1960 the number of pupils had increased 56 per cent to 46,480,000, but the cost of our schools had increased 642 per cent to approximately \$24 billion. One example of this increase in costs can be seen when we point out that the average salary of a beginning teacher in Illinois was \$950 in 1940. In 1960 the average salary of a similar beginning teacher was \$4,525.

Perhaps we can show how the cost of public

schools has increased by giving another set of statistics. In 1890 we spent only 1.4 per cent of our national income on public schools. In 1913 the cost had risen to only 2.2 per cent of the national income. By 1950 the cost of our public schools was 4.1 per cent of the national income, but by 1960 it was 6 per cent. Public schools took four times as much of the national income in 1960 as was required in 1890. The cost of public schools is 50 per cent greater now than it was just ten years ago. Since practically all of the expense of public schools is paid from state and local taxes, it is easy to see why the present method of financing public schools appears to be inadequate.

We have heard much about the great strides that the Russians have made in their schools. Do the Russians spend more of their national income on schools than we do in the United States?

Americans have been amazed at the great strides that the Russians have made in the field of education. Their great developments are all the more striking when we consider that they did not have a system of education for the masses before 1918. The Russians have realized the great value of education for all, and they have been spending large sums on education especially since 1945. The question before us is that of determining whether the Russians spend a larger percentage of their national income on education than we do in the United States. We are not able to give an exact answer to this question, but from the figures that are available, it appears as if the Russians do not spend as large a percentage of their national income on education as is the case in the United States.

The best figures that we can find indicate that Russia spends 13 per cent of its national income for educational-cultural activities. Just what the breakdown is between education and cultural activities is not known. Russian expenditures for education have been set at about \$7.8 billion. Since the national income of Russia is about 40 per cent of that in the United States, we can conclude from these figures that they do not spend as much of their national income on education as is the case for this country. We must point out, however, that they are very close to us percentage-wise, and it is possible that they may surpass us in the future if we do not increase our spending.

When debating on federal aid to education, can the affirmative propose a system that would

allow the federal government to give aid to the poorer states but refuse to give any aid at all to the more wealthy states?

Such a proposal could be proposed by the affirmative because it could easily be worked out so that it would tend to equalize educational opportunity in this country. From a practical point of view, however, such a plan would have great difficulty in receiving enough votes in Congress to become law. Such a plan would in effect collect federal taxes from the rich states and give the money to the poor states. The people of the rich states would not support such a plan.

The most logical way to get the support of members of Congress for federal aid to education is to have a plan that will give some aid to all states. The rich states will be given a small flat grant per pupil while the poorer states will be given much larger grants per pupil based upon their demonstrated need.

One of the great problems that will arise in this debate is that of giving federal aid to parochial schools. Can the affirmative propose federal aid for parochial schools as well as for public schools?

This will be a very important question in almost every debate. President Kennedy has stated that it is his belief that federal aid to parochial schools is unconstitutional. Leaders of church schools say that such aid is necessary and that they can establish a case showing that federal aid should go also to church schools.

All that the affirmative has to do in this debate is prove that federal aid should be given to the public schools. The affirmative is not required to propose federal aid also for parochial schools, but they can do this if they care to do so.



Our Western Heritage Day

LAWRENCE MEAD

Principal, The H. B. Ellison Junior High School

Wenatchee, Washington

Last fall the H. B. Ellison Junior High School set aside a day which was known as Western Heritage Day. The purpose was to enliven history and to call attention to the qualities of our ancestors which have gone into the forming of American culture and character.

The courage and fortitude of the pioneer woman was emphasized in her efforts to make a home amid rough and primitive surroundings; and the strength and determination of the men whose destiny it was to conquer the West. Billy the Kid and his ilk were recognized as a part of a rugged environment that attracted the bad as well as the good.

Pupils and teachers came dressed in western style and home rooms were made into country stores, Indian villages, jail houses or just decorated with western gear.

An assembly was held with pupils' talks on our Western Heritage, "original" Indian dances, square dances, and an exhibition of bull whip handling by an expert in the community.

Prizes were given for the most authentic costumes and best decorated rooms.

The day served to give us all a better appreciation of the early days and their influence on our lives; and a point of departure for the study of our westward expansion.



One home room became an Indian village

A concomitant value lies in the fact that this can take the place of a "tacky day" or some such event that has no educational purpose. We all felt that the event was well worth-while so we would like to suggest it to others.

We Were Robbed

The old alibi, "We were robbed," has been used more often this year than it has in some time.

A small majority of coaches clutching at straws to find an excuse for a poor performance on the part of their team are all too eager to blame it on the officials.

We have no intention of attempting to praise the caliber of officiating in Tennessee in this article. We would like to state, however, that in our opinion the high schools in our state, on the whole, get a very fine type of officiating in their games.

There are some poorly officiated games, and some officiating mistakes are probably made in every game. This is not the point at issue. A coach has a right to his opinion of the officiating in his games. He also has a right to express this opinion, be it good or bad. We are of the opinion that it should be expressed in the proper way, however, and not through the press or other media for distributing information to the public.

There is, however, a difference in stating that an official made a mistake and in stating that he "robbed" a team. Statements such as "we were robbed" imply that an official is dishonest, and a coach has no right to make such a statement unless he has proof that the official is dishonest. There may be men that are dishonest officials, but we have never known one.

Coaches that make such statements do great harm to the game and to themselves. People generally apply the title "cry-baby" or "poor loser" to such a person. Coaches should think twice before making such a statement.

The really "big" man accepts the bad breaks with the good and doesn't cry, "We were robbed!"—Tennessee Secondary School Athletic Association Bulletin, Trenton, Tennessee.

ASSEMBLY PROGRAMS

INTERVIEWING

The staging of a real or imaginary interview is a most excellent method of presenting assembly material but which, sad to relate, is rarely found on school programs. The failure to utilize this device is difficult to understand because the interview is easily arranged, simply staged, and can center around almost any topic, event, or personality under the sun—ancient or modern.

In the "real" interview the subject may be a student from the school—athlete, council president, competition winner, hobbyist, traveler, or foreigner. Every member of the staff from the principal to the janitor is similarly a potentially valuable, interesting, and available interviewee.

To illustrate with the janitor—about whose responsibilities and activities the average student knows little or nothing. Presumably, he is not an orator but certainly he can intelligently answer pertinent questions put to him by the interviewer, questions concerning his training, experience, hours, work, materials, supplies, equipment, etc. Quite likely too, he can be led to recall unique and interesting personal experiences.

This interview may be opened by the interviewer and the janitor meeting each other "accidentally" on the stage. They stop for a moment and then the interviewer says, "You know, I have often wondered about your work. If you have a few minutes, would you mind if I ask you some questions concerning it?" They seat themselves informally and the interview begins. At the end, the interviewer thanks the interviewee and they continue on their respective ways.

The outsiders interviewed (and practically all of them would be delighted to participate) may be the mayor, chief of police, fire chief, head or supervisor of any local municipal department, superintendent of schools, department store manager, buyer or salesman, banker, hospital administrator, garage mechanic, filling station operator, postmaster, dentist, doctor, explorer, lawyer, judge, printer, minister, architect, window trimmer, author, composer, airplane pilot, confectioner, bus driver, railway engineer and conductor, window washer, elevator operator, cab driver, or anyone else in the community, as well

as visiting musicians, lecturers, artists, scientists, etc.

Naturally, any such interview must be prepared beforehand. In the case of students and staff members, the two actors meet and plan the event, stressing important items, but also bringing in unusual matters. Similarly, the interviewer may meet with the outside interviewee, talk over the general idea, and leave a list of proposed questions he will use.

In the "imaginary" interview, a "newspaper reporter" (either of the period represented or a modern one) interviews great characters in history, music, literature, education, science, arts and crafts, as well as witnesses to well-known events and catastrophes.

A SPRING MUSIC PROGRAM

A great deal of music has been composed around the general theme of "spring." Such numbers as the following are illustrative. A brief explanation preceding each number, showing the purpose, reflections in style, composer, etc., would help to make it more meaningful.

"Spring Song"—Mendelssohn Orchestra
"Spring's Awakening"—Sanderson Chorus
Vocal Solo:

"To Spring"—Grieg Student
Piano Solo:

"Rustling of Spring"—Sinding Student
"Welcome Sweet Springtime"

("Melody in F")—Rubenstein School
Vocal Solo:

"The Year's At the Spring"—Beach Student
"Spring Flowers"—Wheeler Chorus

"Butterfly, Butterfly"
(Waltz from Coppelia)—Gaine Girls' Chorus

DRESS REHEARSALS FOR ASSEMBLY PROGRAMS

Generally speaking, a dress rehearsal is a necessary part of a student assembly presentation. The average student has had little or no experience in public presentation, and possibly even less in presenting today's particular item. Further, programs are composed of items or parts which must move smoothly out of and into each other. Nothing in a program gives the impression of extreme amateurishness as much as awkward breaks between numbers, noisy scenery shiftings, and similar distractions.

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The main trouble with assembly program material, as presented by the average student, is that it is not heard. And this is probably due to a lack of appreciation of the necessity for a dress rehearsal and a lack of understanding of what it involves.

A most common assumption by those responsible for public programs is that because an actor, singer, or talker is clearly heard in a dress rehearsal, he will therefore be heard at the public performance. This false assumption is based upon the belief that an empty auditorium and a full auditorium represent the same kind of setting. Nothing is further from the truth—they represent two entirely different kinds of settings.

In an empty auditorium sound bounces off the walls, ceiling, seats, and floor. In a full auditorium sound is absorbed by clothing, human bodies—faces, arms, necks, hair, etc., and so is "smothered." Moreover, there is always movement of heads, arms, hands, legs, and feet in an audience, coughing, dropping of books, programs, or papers, whispering, and other distractions.

Naturally, a competent dress rehearsal director recognizes the differences between an empty and a full auditorium, or between a classroom and the auditorium, and insists that the actors speak (1)

loudly enough to be heard, possibly also in a higher voice pitch, and (2) clearly and distinctly, which nearly always means speaking slowly.

A speaker who cannot be heard by every normal member of his audience is discourteous, and should not expect courteous listening. And a teacher who permits such discourtesy has no business staging a public program.

FACULTY ON PARADE

Introducing the members of the faculty is a perfectly logical part of a first school assembly program, and it is a courteous procedure too—provided the faculty is not so large that the event becomes boring. In large schools this event may be limited to the new teachers.

One method of presenting the teachers is that used at a championship football game. The introducer, preferably the principal because he is the head officer of the school, calls a name and this teacher walks onto the stage and stops at the center, facing the school.

The introducer now gives a short biography—home town, school, college, degrees, subjects, and extracurricular activities. Following this, the teacher walks to the opposite side of the stage where she stands until all have been introduced.

Whether or not there shall be applause for each teacher as she is introduced, or only after all have been introduced, will depend upon the local setting.

If individual applause will (1) fit nicely into the time taken by the teacher in walking to her position following her introduction, and (2) be the same for all teachers, it will represent an attractive personal welcome to each teacher.

HOW I SPENT LAST SUMMER

Student and teacher reports on vacation trips, activities, and experiences, especially if they are illustrated with slides, motion pictures, maps, souvenirs, and other pertinent materials, make fine assembly programs.

If the assembly is not too large, or if a microphone is available (and is used intelligently), one suitable method of presentation is for a small group of friends, say four or five, to meet either informally in a living-room setting, or more formally as a "panel," and discuss the events of the past summer. Of course these discussions can and should be illustrated with pertinent objects and materials.

A very real danger of this small-group presentation is that it will be made for this group only, and not for the entire student body. Consequently, a dress rehearsal should be scheduled.

This presentation can reflect all types of summer activity, not merely the taking of trips. For example, a boy who worked in a filling station or store, or with a road gang, will have had interesting experiences the same as the one who took a long trip to some other part of the country or outside it.

FOOTBALL PROGRAMS

Every year there are new students in the school, and many of these, especially the girls, will not be familiar with the game of football except in a general way. Furthermore, every year there are new rules, procedures, and equipment with which even the older students will not be familiar. Consequently, a program to enlighten the students on these items is a "must" for early football season.

There are several methods of providing this information. The coach can explain the basic rules and plays of the game. However, this explanation by itself is likely to become tiresome. Simple dramatizations and demonstrations, graphic representations, panel discussions, and exhibition and explanation of materials and equipment can be utilized to good advantage. Also, motion pictures, both normal and slow speed, may be used. Many coaches now use training films and parts of these may be run.

An excellent program may be built around the violations of rules and the corresponding signals

of the referee. In this, football players demonstrate each violation, perhaps in slow motion and suspended action, and the referee (also in uniform) signals the violation and indicates the penalty either by stating it or by displaying a large card on which it is shown. Either he or the coach explains the violation and the reasons for the rule prohibiting it. The following will indicate a few of the possibilities:

Offside	Roughing the kicker
Holding	Backfield in motion
Clipping	Ineligible man downfield
Pass interference	Unsportsmanlike conduct
Passer	Unnecessary roughness
Receiver	Too much time out
Too many players	Penalty declined

OUR SCHOOL CLUBS

A student cannot make an intelligent selection of the clubs to which he may wish to belong until he knows something about their purposes, interests, organization, activities, and requirements. He can gain some of this information through members and friends, home room programs, the school newspaper and handbook, and the bulletin boards. And he can gain some of it through appropriate representations in the school assembly.

These reflections deal very briefly with aims and materials, and stress pertinent activities by means of dramatizations or demonstrations. The following will illustrate:

- Tumbling Club—Tumbling and pyramid building
- Dramatic Club—Short skit or a rehearsal
- Business Club—Applying for a position
- Aircraft Club—Exhibiting and demonstrating models
- French Club—Telephone conversation in French
- Social Science Club—Dramatization of a court scene
- Art Club—Two or three living pictures

A POWER MECHANICS ASSEMBLY PROGRAM

The industrial arts department can sponsor and present a variety of assembly programs, attractively using demonstration, exhibition, and explanation to carry the messages across.

For example, the field of power mechanics offers many program possibilities and these could show not only the mechanics involved but also the resultant contributions to our present industrial civilization. An explanation of how wind, water, steam, electricity, and the internal combustion engine have had an immediate application to everyday life, would interest all students. Also, such a program could explain how power mechanics lends itself to general science, history, mathematics, art, design, and other subjects.

While each of the following illustrative items or procedures is being presented by several students, another student explains the demonstration, its functions, and its history.

1. Use a block and tackle to lift a heavy object.
2. Test individual abilities to lift, push, or pull a heavy object, selecting students from the audience for this purpose. Then use a lever to move the object.
3. Hook up belt and pulleys for a power drive which will (1) increase torque and (2) decrease torque.
4. Hook up belts and pulleys for a power drive which will (1) increase speed and (2) decrease speed.
5. Demonstrate and explain the functions of a wind driven generator.
6. Demonstrate and explain the functions of a wind driven water pump.
7. Demonstrate and explain the functions of a hydroelectric generator.
8. Demonstrate and explain (1) how an electromagnet is made and (2) how it is used in industry.
9. Explain the operation of the internal combustion engine, tracing through the various operations step by step, using large charts made by the drafting class. If possible, mount an internal combustion engine on the stage and have a student point out each of the parts being explained.

Unless such preparation is an important part of a program element, the preparation of equipment for the various demonstrations should be made beforehand, so no time will be lost between numbers.

Naturally, each element of this program should be timed so that the entire program fits nicely into the time allowed for it. A "dress rehearsal" might, for example, show that the program is too long and must be cut. Or that it is not long enough and must be lengthened.—Norman Price, Pershing High School, Lovelock, Nevada.

What You May Need

MATERIALS EXCHANGE

Would you like for your pupils, class, or club to exchange correspondence, pictures, folders, booklets, collections, scrapbooks, stamps, cards, coins, souvenirs, industrial and commercial samples, and other items of interest with pupils or classes or clubs in other parts of the country or world?

Each month except June **The Instructor** carries a page of names and addresses of teachers who would like to promote correspondence and ex-

changes between their pupils and others in the United States or in foreign countries.

Too, this Club Exchange Department will carry your own request for such exchanges.

Address: **The Instructor**, Dansville, New York.

NON-MARKING PLASTIC TREAD ON CHORUS RISER

A new Koroseal plastic tread that provides a firm, tough surface and does not rub off or cause floor marking has been introduced in several models of the standing chorus riser line made by the Wenger Music Equipment Company, Owatonna, Minnesota.

According to the manufacturer, this Koroseal tread is highly resistant to wear, slip resistant, and comfortable to walk or stand on. It is made by the B. F. Goodrich Company.

LITTER-PREVENTION

Two new KAB publications are now available for use in anti-litter campaigns, "Community Organization Guide" and "Litter-Prevention, Elementary Schools." The second should be of special interest to school people.

"Litter-Prevention, Elementary Schools" covers a specific area of the KAB program. It is designed to acquaint the leader with a variety of anti-litter projects that have been tested and found effective in elementary schools throughout the country. It may be ordered directly from the organization.

Address: Keep America Beautiful, Inc., 99 Park Avenue, New York 16, New York.

YOUTH ON THE GO

"Youth on the Go," a 30-minute motion picture in full color, has been released by Bell Telephone Co. and is now available for showing before school assemblies, P.T.A. groups, service clubs and other groups interested in the hopes and interests of modern youth.

The picture portrays bright, exuberant high schoolers using their free time for voluntary after-school activities—clubs, projects and hobbies that contribute to their growth and development as individuals. The dominant role often assumed by interscholastic athletics in portrayals of this kind is superseded in "Youth on the Go" by such activities as dramatics, science clubs, art groups, ham radio, student council and agricultural projects.

NOON-HOUR ACTIVITIES

A helpful circular, "Noon-Hour Procedures In Elementary Schools," Educational Research Circulars, No. 6, August, 1960, is now available from the Research Division, American Association of School Administrators, Washington 6, D.C.

News Notes and Comments

Big-Hearted Vending Machine Operators

Vending machine operators are looking to schools and colleges as new territory for their products, claiming that vending machines can provide students with nourishing lunches and snacks. One company now has vending machines on about 25 campuses in California. But this concern is looking toward the introduction of the machines into elementary and secondary school buildings. Its main argument? Vending machines can cut school cafeteria costs.

Cooperative Code

Following a preliminary study of need, the Montgomery, County, Maryland, PTA Council, and the Association of Montgomery High School Student Councils jointly prepared a questionnaire that was distributed to all senior high school students and their parents—21,000 in all. The resulting code, climaxing a year's efforts, covers dating, home entertaining (open houses, party crashing, smoking, and drinking), public display of affection, and use of the family car.

Need A Loan?

If the state of New York ever needs a big loan, it might swing a deal with more than one million New York school children. The youngsters have more than \$60 million deposited in accounts arranged through school savings plans.

In Dallas, Texas, where thrifty children have \$2 million salted away, the accounts primarily are building up for college days—so the kids say. Except for one fourth-grader: he's saving for a racing car.

Interscholastic League Changes Competitions

This year the giant Texas Interscholastic League dropped four of its competitions in speech—junior declamation, senior declamation, original oration, and poetic reading—and for 1961-62 added prose reading, poetry interpretation, persuasive speaking, and a contest in science. Declamation was the oldest of the League's contests, having been initiated in 1910.

Nevada, Missouri, Repeats

The Student Councils of the Nevada junior-senior high school won a Parents' Magazine Youth Group Achievement Award for teen-age public service for 1959-60. This is the third year they have been granted such an award.

The certificate of honor cites the Student

Council's anti-vandalism campaign at Halloween. There are 106 youth groups in 34 states who will receive the awards this year.

Shortsightedness?

A California compensation referee recently heard a complaint that a district superintendent of elementary schools died as a result of overwork because the school board would not provide needed staff help in a fast-expanding community, and awarded the widow \$15,000.

Compensation for Yearbook Advisers

Mr. Alfred C. McAfee summarizes the recent study of the National Scholastic Press Association on pay for yearbook advisers in the November, 1960, number of *Scholastic Editor*, page 13.

Three classifications of these public high schools were made—500 students and fewer, 501-1,000, and 1,001 and up. Due to differences in types of adviserships (the yearbook as an "extracurricular activity" and as a "yearbook class"), and differences in methods of compensation (cash and released time—and differences in both of these), and varying combinations of these differences, the results could hardly be presented in a simple table or two. Consequently, it is impossible to show any general practice or policy.

Of course, in all three groups some advisers are compensated—the cash pay ranging in the three groups respectively from \$60-\$300, \$50-\$300, and \$120-\$400. The released time pay ranged from one period a week to five.

Although the methods and amounts vary widely, it is important to recognize that some yearbook advisers are being paid, and that this is quite in line with the policy of compensation in athletics, dramatics, and music.

Safety Commission to Study School-Age Accidents

A two-year pilot study of school-age accidents and their relation to safety education will be undertaken by the National Commission on Safety Education, according to an announcement by Norman Key, executive secretary of the Commission.

"It is hoped that new knowledge gained through this research will provide substantial insights for increasing the safety of school children through more effective administrative and protective measures as well as through better safety instruction," Dr. Key said.

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50"	7.80	7.90	8.55	8.75	12.65
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The study will assess school safety measures that are prescribed by law, contained in textbooks, provided through instruction or pupil activity, as well as staff preparation on safety. Also scheduled for investigation are the safety of school environments, administrative measures, and school routines.

Poor U.S. Showing

Physical comparisons between British and American young people reveal "a very poor physical picture in this nation," according to a study recently released by the American Association for Health, Physical Education, and Recreation, an NEA department. A similar study conducted several months ago with Japanese and American youth also showed American children lagging. Comparisons were made on the basis of the AAHPER physical fitness tests developed two years ago to establish national fitness norms. Results of the British-American study showed British boys exceeding U.S. boys in such tests as arm strength, abdominal endurance, speed and agility, and speed and endurance for sustained activity. Only in arm power (throwing) did Americans surpass the British. For girls, the story was similar. In fact, at ages 10 and 11, British girls exceeded U.S. boys in endurance for sustained activity.

"Majors Minors" Swing Band

What is believed to be the only orchestra of its kind in the country which combines the talents of former top professionals with the potentially great music stars of tomorrow is "Majors Minors," a modern swing band of 15 North Hills, Pittsburgh, Pennsylvania, high school students.

Organized by John Harris, a former Glenn Miller bandsman, with the assistance of Dr. Harold Dimond and several other well-known former professionals, the "Majors Minors" has become one of Pittsburgh's foremost swing groups. It has appeared on all local TV stations, played for innumerable high school proms, and raised more than \$7,000 for various charities. This year five of its members, against stiff competition, won coveted "chairs" in Carnegie Institute of Technology's Honors Band.

Membership in "Majors Minors" is a much sought after goal among area high schoolers, so rigorous attention to music is the result. Eager replacements ensure sincere interest as well as outstanding ability. Practice is held on Monday night at Bradford Woods Elementary School, and reasons for any absenteeism are examined and judged most strictly.

How We Do It

GOOD GROOMING PROGRAM

Students, teachers, and parents cooperated with the Student Council of Antioch Township High School, Antioch, Illinois, in developing and promoting a Good Grooming Program for high school students.

The standards proposed and accepted were as follows:

Acceptable Dress for Girls

1. Skirts, dresses, or jumpers
2. Sweaters or blouses
3. Shoes—loafers, bucks, flats, or saddles
4. Ordinary and accepted kinds of hairdos normally worn by teen-age girls.

Acceptable Standards for Boys

1. Wash pants or slacks
2. Sport or regular shirts with collars turned down
3. Sweaters
4. Low-cut shoes
5. Belts
6. Crew or short haircuts normally worn by teen-age boys.

According to reports, this plan has been very successful, not only in teaching and developing good appearance among students, but also in building morale and improving the spirit of the entire school.

KAYS AND KAYETTES SAFETY PROGRAM

Kays and Kayettes of Harrison Junior High School, Great Bend, Kansas, spend every Saturday in October cleaning windshields on cars parked on the downtown streets. This is a voluntary safety project. Students place cards with a safety message under the windshields explaining the purpose of their good turn.

According to Mr. M. G. Shrader, Kay sponsor, the response from both the citizens and the police department was excellent.

A "WHAT-IS-IT" BOX

Curiosity is a basic trait of human nature that can be attractively capitalized by means of a "What-Is-It?" box properly placed near the school entrance and handled by a special committee of students and a faculty sponsor.

The glass-enclosed box may be of almost any size or shape, but one of about 12-inch or 14-inch dimensions is suitable. The bottom is covered with cloth, colored blotter, or other material. A coat or two of enamel on the wooden edges gives the stunt added importance and quality.

Once a week, say on Monday, some unknown object, article, or item is placed in the box. During the next few days the students write their identification—and other pertinent details such as source, uses, history, music or literary reflections, etc.—and deposit their papers in another box nearby.

At the end of the week the papers are read by the Committee and rated on a 10-point or 20-point scale. Merely identifying the item brings only a very few points. The extra information comes from books, magazines, encyclopedias, parents, friends, etc.

A weekly record of the winners and their relative standing is maintained on a small bulletin board behind the box. A Champion "Finder-Outer," and two or three near champions, are named at the end of the period, say three months, and suitably recognized or rewarded.

Objects and materials may come from anywhere, from the science, English, commercial, home economics, music, and other school departments, as well as from outside industrial, commercial, agricultural, chemical, manufacturing, and other sources.

STUDY HARD AND PARK

East Windsor, Conn. (AP)—The board of education has dropped an unusual lure for pupils to try for high grades.

The parking lot at the high school will be off limits for all cars except those of seniors listed on the honor roll.

Board chairman Robert J. Raber says it's an effort to make an added incentive for scholastic attainment.

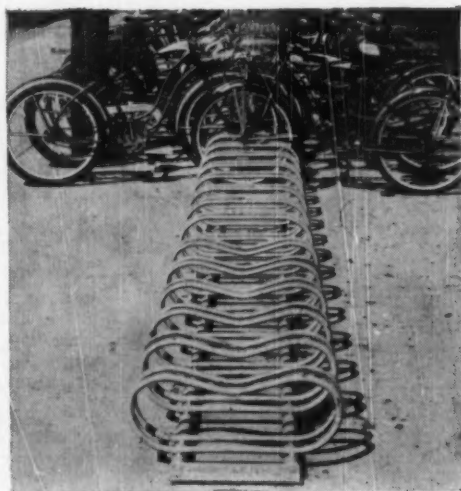
DOLLARS, NOT MORALS

Smoking in Princeton University classrooms, attended by undergraduates, will no longer be permitted. The ban has nothing to do with smoking as a moral question. It's a question of dollars. The university hopes to save \$16,000 a year in cleaning and floor refinishing costs.

THE POLICEMAN COMETH

Statesville, N.C. (AP)—Statesville really watches over the safety of its children. A policeman calls on each prospective first grader at his home before school starts. He and the youngster work out the best route for the child to follow to school and the policeman counsels the youngster on traffic safety.

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BOTTLE PEOPLE

A few simple materials and a bit of ingenuity can make an amazing array of "Bottle People" for table and other decorations, an exhibit, background for advertising, gifts, and for other purposes.

The materials needed are bottles of various kinds and shapes, newspapers, paper towels, tape, wallpaper paste, poster paint, strands of wool, buttons, glue, and shellac.

The head and neck of a figure are made by wadding newspapers, wrapping them with a paper towel, twisting the ends at the bottom, and sticking the end into the neck of a bottle. Ears and noses are made from smaller bits taped to the head. Arms are rolled newspapers fastened to the bottle with tape. Clothing, tight-fitting or loose-fitting, is pasted directly to the bottle.

Papier-mâché heads, arms, nose, and ears are made by soaking torn strips of newspaper with paste and placing several layers on top of each other, working them from the top down. After being allowed to dry overnight, wool is glued on for hair, eyebrows, mustaches, and whiskers, and buttons or beads for eyes. Features and clothing are then painted and allowed to dry, after which the whole statue is coated with shellac.

A ROMAN CIRCUS

Many Latin Clubs organize and promote an annual Roman Banquet but recently the **Forum Romanum** of Howe High School, Indianapolis, went this one better by staging a Roman Circus on the athletic field.

Naturally, the preparation necessitated detailed answers to numerous pertinent questions concerning personnel—lictors, vestals, slaves, citizens, gladiators, charioteers, and nuntiator, Roman sports rules and routines, clothing, and customs.

Among the activities included were the Crowning of the Emperor, and Venus, the Queen of Love and Beauty, gladiatorial combats, tumbling, wrestling, foot racing, dancing, music, chariot race, and a public auction of slaves.

At the intermission refreshments were served—hot-dogs and soft drinks, Romanized into **canes calidi et vinum**.

A faculty committee judged the many costumes and awarded four prizes for the most beautiful and the most original.

A BANQUET FOR LEADERS

The Glen Rock, New Jersey, Junior and Senior High Schools provided an honorary leadership dinner for student council members, home room

presidents, class officers, club presidents, and student council members from the elementary schools.

Along with appropriate music and other program numbers were talks on three phases of school and community leadership by the vice-president of the Board of Education, the president of Fairleigh Dickinson University student council, and a professor from Rutgers University.

P.T.A. PROMOTES SYMPHONY ATTENDANCE

In order to foster interest in good music, last year the P.T.A. of Eberhart School, Chicago, presented the pupils with a block of tickets to the weekly concerts of the Chicago Symphony Orchestra. This year the pupils bought their own tickets, but the P.T.A. arranged for proper bus transportation and supervision.

COUNCIL SPONSORS BENEFIT GAME

For several years the Calico Rock, Arkansas, student council has sponsored a benefit game during the first week in December. This game is played during school hours and classes are dismissed for it.

Previous to this year the admission was a gift which was safe, unbreakable, and new, and which cost at least ten cents. This year a ten-cent admission fee was collected in lieu of a gift, if the student so desired. The total income was \$31.15 and about 150 gifts. The gifts were appropriately distributed at Christmas time.

Records were purchased with the cash and sent to the Arkansas State Hospital. A letter of acknowledgment from the superintendent of the Hospital stated, "Three of these records are being placed where they will be broadcast throughout the hospital and the Bible stories and religious songs will be used with our children's program at Fullerton College. There are always so many occasions when we need music during the activities provided for our patients. These records are quite appropriate and will be very useful to us in our hospital treatment program."

Other projects of the Calico Rock student council are freshman-faculty tea, courtesy campaign (with a monthly award to a boy and girl), annual royalty and variety contest for grades 1-12, and Visitation Day during American Education Week.—Julia McKemie, Executive Secretary, Arkansas Association of Student Councils.

JUNIOR HIGH SCHOOL LEADERSHIP CONFERENCE

Nine Mecklenberg County, North Carolina, junior high schools were represented by 75 stu-

dents at a Saturday morning leadership and swap-shop conference at Sedgfield.

The general session speakers were senior high school council officers, and included the president of the North Carolina Student Council Congress. The "swap-shop" periods were handled by junior high school students. A special guest of the conference was Nan Abell, Executive Secretary of the North Carolina Student Council Congress.

A SIMULATED BROADCAST

Growth in reading, as well as improvement in vocabulary, poise, and expression are stimulated in the Sugarcreek, Green County, Ohio, schools through a simulated broadcast by second graders.

In this program the broadcasters, properly introduced by an announcer, read short articles, reports on science, human interest stories, comics, and even commercials, before a real microphone.

The participants are chosen by the teachers and the responsibilities are rotated regularly so that all pupils may take part.

PUBLICITY FOR "A" STUDENTS

Each semester the National Honor Society of Ardmore, Oklahoma, High School, honors "straight A" students with an ingenious poster, a different one for each term. On this poster the identified photographs are displayed, usually heads only, built into some form of original symbolic drawing.

SELLING PHYSICAL EDUCATION

As a part of its program of "selling" physical education, the Department of Health and Physical Education of the Colorado Springs Public Schools recently staged a massive living demonstration, using 2,033 students from grades 4 through 12. This demonstration was not a stunt program but a serious presentation of the progression of skills and growth that are inherent in a good program of physical education.

The elementary pupils presented nine regularly used exercises in calisthenics and rhythms, each one identified, its purpose explained, and the cadence counted over the public address system. "Form three" rhythm games, to recorded music, followed.

Junior high school girls demonstrated folk dancing, calisthenics, softball, speedball, and volleyball to the accompaniment of recorded folk dance music. The junior high boys built various kinds of pyramids.

Co-ed balancing, dual stunts, mass-type games, self-testing activities, tumbling, pyramids, fundamental and contemporary dance movements, and dance choreography by an advanced class, were

activities presented by senior high school students.

As a finale, rebound tumbling was demonstrated on four trampolines by high school students, while elementary pupils tumbled.

KEY CLUBBERS TEACH BOWLING

Shortly after North Baltimore, Maryland Kiwanians organized a bowling project for boys from St. Vincent's Home, they invited Mergenthaler High School Key Clubbers to take part in the program.

Every Saturday morning promptly at 10 o'clock the club members and the boys arrived at Baltimore's Guilford Bowling Lanes. From then until noon the youngsters whisked their balls down the alleys and learned about hooks and gutter balls under the watchful eyes of the Key Clubbers.

At the end of the three-month project Kiwanians and Key Clubbers honored the junior bowlers with a dinner, and a local newspaper editor presented each boy with a trophy bearing his name.

Among The Books

THE ART OF ORIGAMI, by Samuel Randlett, is the first comprehensive American book on the delightful art of paper folding.

The book's 12 chapters include detailed instructions (illustrated with 48 photographs and 541 line drawings) of 68 different figures and projects—animals, insects, birds, fish, reptiles, humans, plants, masks, geometrical forms, ornaments and decorations, displays, Christmas cards, and action models.

The rules of origami are strict—one sheet of paper, no cutting, nothing added or taken away, but they provide for an amazing array of possibilities for originality.

Here is a most interesting, instructive and really exciting book for the club, group, or committee which wants to do something different.

Publisher: E. P. Dutton & Company, 300 Park Avenue South, New York 10, New York.

SO YOU'RE THE CHAIRMAN is a 27-page booklet by Fred Vescolani and Roy Edelfelt which provides the present or prospective chairman with sufficient background, information, and ideas on skills and techniques to get his group under way.

In addition to ten sections on Why-What-When-How, it includes one on evaluation (with four pertinent forms) and another on sources of

additional information—organizations, companies, documents, and a list of nine annotated reference books.

Although designed especially for adults, this booklet should be just as valuable to high school and college discussion leaders. It is published by Arthur C. Crofts Publications, 100 Garfield Avenue, New London, Conn.

Comedy Cues

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Some people are like the denominator of a fraction; the larger they try to be, the smaller the result.

♦ ♦ ♦ ♦

The man who brags about sitting on top of the world should remember that it turns over once every 24 hours.

♦ ♦ ♦ ♦

Conceit is an odd disease; it makes everyone sick except the person who has it.

♦ ♦ ♦ ♦

Love is oceans of emotions surrounded by expanses of expenses.

♦ ♦ ♦ ♦

To make a fire with two sticks, be sure one of them is a match.

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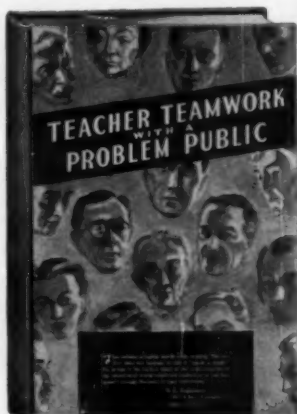
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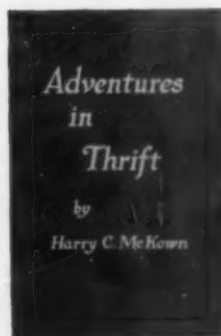
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